

into being from nothing, to cause to exist . . . Copying is craft, not art."¹ Others to this point say, "We believe that in order to get creative work from the majority of children we need to do some teaching . . . We have not agreed with art teachers who show children no pictures or designs for fear of influencing the children's style or taking away their originality . . . The ninety-seven per cent who did some original sketching did it in varying degrees from little originality and much copying to all originality and no copying."² This leaves the subject to the teacher's judgment of the child's needs.

B. THE TEACHER TEACHES ART.

In the application of art principles every teacher is a teacher of art. In arrangements in the classroom, her selection of clothes, manner, speech, and in the quality of whatever activity is produced, the teacher's interpretations of art are at work. The teacher has a major role in guiding the program through: (a) Her outlook and interpretation of an art program. (b) Her sensitiveness to what is taking place with the child through his art experiences, and to what degree she acts upon this. (c) The types of guidance she gives. (d) Her knowledge of art materials and supplies, and in her participation in the selection and distribution of these for the school. (e) The methods of evaluation of the child's program.

Art is regarded as a regular part of the child's program, not as a special subject to be always categorically set off in a compartment of the day's work, disliked by those who do not measure up to some set standard, or revelled in solely for the talented in one phase or art, such as the painting of a picture.

Through planning conferences, the selection of construction work that will offer new experiences can be made. "It is to be regretted that there are still many people teaching who do not care to fuss with materials or to have any construction going on in their rooms. It makes them nervous to see boards and cardboard around . . . The pounding disturbs them . . . They do not belong in the elementary school."³

Often teachers feel that they have not had either the specific training or the talent to carry on art work. "Why, I can't draw

¹Pearson, Ralph M. *The New Art Education*. 1941. Harper. pp. 18-19.

²Todd and Gale. *Enjoyment and Use of Art in the Elementary School*. 1936. University of Chicago Press. pp. 3-27.

³*Ibid.* p. 108.